Planning for Quality Activities with Y4Y
Coffee Break Webinar
November 14, 2013

Disclaimer

How to Use the Technology

Introductions

Hosts:

Monique McDowell-Russell
Y4Y Training Specialist

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Y4Y Content Specialist

Coffee Break Webinar
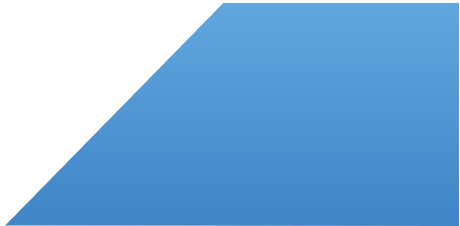
- Interact with the Y4Y team members and afterschool colleagues from across the country.

- Ask questions about Y4Y and how the portal can help you.
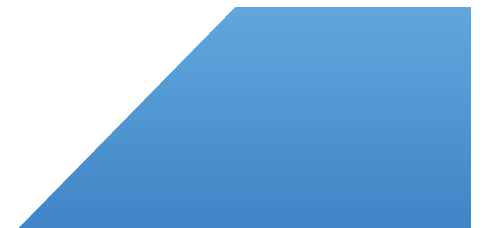
Driving Question

How can I make sure that my program's activities run smoothly, engage students, and develop students' skills and knowledge?

Who's in the Room?

1) What grade range(s) does your program serve?
   a. Grades K-2
   b. Grades 3-5
   c. Grades 6-8
   d. Grades 9-12
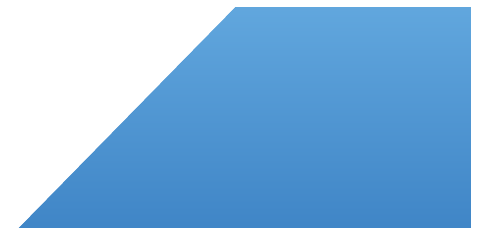
Who's in the Room?

2) Name some **favorite** specialized themes, clubs, or other program components that you offer to students.

(i.e., robotics club, performing arts theme, service learning project, peer tutoring)

Who's in the Room?

3) Think about your program's activities. Do you agree with any of these observations?
   a. We're happy with our activities the way they are.
   b. Our activities are too much like the traditional school day. They could be more fun and exciting for students.
   c. Our activities could be better planned and organized.
   d. Our activities are fun, but our students could be learning more than they currently are.

Enhance Your Activities with Y4Y Resources

- Preparing Well with Planning Documents

- Using Effective Instructional Strategies

- Responding to Student Needs and Interests

Warm-Up

What Would You Do? (Part 2)

Eric

Response #1

What if I come to the next in-service? I can offer a few more ideas on how we can work together on some great real-world projects for the students. Some concrete examples and a little more on the research could help too. It would also be great if you reminded everybody we're planning time for homework assistance.

Response #2

Wow, if they could just see the students working on the photography project we're finishing up right now. Sure, it's about art, but there are lots of math and science connections too! Would you help me invite the teachers to our showtime event next week?

answer after reading them, simply type in a new one.

Response #1

Response #2

Preparing Well with Planning Documents

1) SEDL Lesson Planning Template

2) Project Planner

3) STEM Activity Center Planner
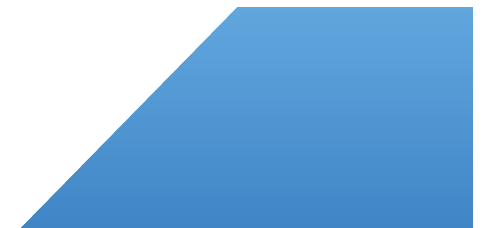
SEDL Lesson Planning Template

NATIONAL PARTNERSHIP FOR QUALITY AFTERSCHOOL LEARNING
www.sedl.org/afterschool/toolkits

AFTERSCHOOL TRAINING TOOLKIT
Lesson Planning Template

Materials Needed: _____

Outcomes to Look For: _____

_____

_____

Self Evaluation (after conducting the activity): _____

_____

_____

Notes: _____

_____

_____

Outcomes to Look For: _____

_____

_____

Self Evaluation (after conducting the activity): _____

_____

_____

Notes: _____

Tools/Afterschool Training Toolkit/(any sample lesson)/
Planning Your Lesson/Lesson Planning Template

SEDL Lesson
Planning Template

Lesson Planning Template Questions

Grade Level
What grade level(s) is this lesson geared to?

Duration
How long will it take to complete the lesson? One hour, 1 1/2 hours? Will it be divided into two
or more parts, over a week, or several weeks?

Preparation
What do you need to prepare in order to do this activity? Will you need to gather materials?
Will the materials need to be sorted for students or will you assign students to be "materials
managers?" Are there any books or instructions that you need to read in order to prepare?
Do you need a refresher in a content area? Are there questions you need to develop to help
students explore or discuss the activity? Are there props that you need to have assembled in
advance of the activity? Do you need to enlist another adult to help run the activity?

Think about how you might divide up groups – who works well together? Which students
could assist other peers? What roles will you assign to different members of the group so that
each student participates?

If this is you first time doing the activity, consider doing a "run through" with friends or
colleagues to see what works and what you may need to change. Alternatively, you could
ask a colleague to read over your lesson plan and give you feedback and any suggestions for
revisions.
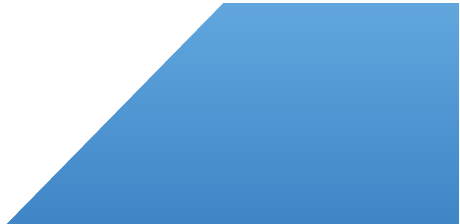
the learning sequence can be described using five words that begin with "E": *engage, explore,
explain, extend* and *evaluate.*

Outcomes to Look For
How will you know that students learned what you intended them to learn through this
activity? What will be your signs or benchmarks of learning? What questions might you ask to
assess their understanding? What, if any product will they produce?

Self Evaluation
After you've conducted the activity, take a few minutes to reflect on what took place.
How do you think the lesson went? Were there things that you wished you had done
differently? What will you change next time? Would you do this activity again?

Project Planner

Planning Check
Is the project
- ☐ Based on youth interests?
- ☐ Based on youth input?
- ☐ Appropriate for the amount of time?
- ☐ Engaging, interesting, sustainable?

Planning Check
Do the objectives
- ☐ Reinforce, practice, or expand on what youth already know or are able to do?
- ☐ Clearly specify outcomes?
- ☐ Tie to demonstrations and documentation of learning?
- ☐ Connect with skills or knowledge needed for success in school?

Planning Check
Are materials needed to
- ☐ Guide youth in making a project plan?
- ☐ Carry out the project work?
- ☐ Help youth document learning?
- ☐ Help youth set learning objectives?
- ☐ Establish agreements with or among youth, partners, volunteers?
- ☐ Conduct a culminating event?
- ☐ Reflect, review?

Driv

Implementat
Project activiti

Mat

Tools/Project-Based Learning

STEM Activity Center Planner

Instructions
__ Clearly written for users to understand
__ Needs to be explained or demonstrated
__ Users can explain to each other

Availability
__ Always   __ Days/times _____
__ Homework   __ By request

Supervision
__ None, general only   __ Periodic check
__ Demonstrations and explanations needed
__ Active supervision

Extensions and support
Additional resources
Expert contacts _____
Additional materials

Supplies needed
Instructions (instruction card or paper to include) _____ Any
_____
_____

Materials, tools, equipment
_____
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Tools/STEM

Share Your
Planning Documents

Have you created or found any planning documents that have been useful for developing quality activities?

Describe them in the chatbox.

Discussion Boards

Network/Discussion Boards

Using Effective Instructional Strategies

1) Reflection

2) Document the Learning

3) Linking with Academic Content and Skills
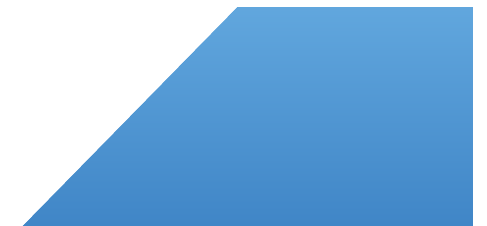
Reflection

Reflection

Projects will bring your students face-to-face with complex, real-world challenges they might find difficult to solve. Encourage them to reflect on what they learn in the process.

Active reflection is central to mastering the skills of critical thinking, problem solving and analysis. Model the process for your students as you ask them to:

- Identify their challenges clearly;

- Maintain a positive attitude as they think through challenges;

- Realize the value of their efforts

Tell your students they might want to record their reflections in a journal or blog. This practice reinforces the fact that they are in control of their learning. Also, suggest that students, formally or informally, share their reflections with others. Doing so may reveal areas of growth that might otherwise go unnoticed.

Document the Learning

Document the Learning

It's important to make time at the end of a project for students to evaluate, discuss and document what they've learned. This step helps students

- Retain newly acquired knowledge and skills

- Share their accomplishments with others, including their school-day teachers (think: "extra credit!")

Keep It Simple

Your students' project documentation may be as simple as a list of project takeaways. It can also include a recording of the Showtime event, news article, or portfolios.

This kind of documentation gives your students something to look back on as they embark on new projects. Over time, such documentation can also help your students see how their knowledge and skills have grown!

Linking with Academic Content and Skills

4. Write specific objectives to address the areas checked.

Use content standards or other references to detail learning outcomes. Avoid generalities. For example, "Youth will learn math by cooking" is vague. "Youth will work in pairs to demonstrate and use vocabulary of measurement while cooking" is specific.

5. Specify steps or elements of activities that help achieve objectives.

Flesh out what students will do during the activity that will help them learn, practice, or deepen the academic content. For example, for a cooking project, steps might be:

- Students will explain instructions to their cooking buddies.
- Each student will use measuring spoons to complete the recipe and will state the quantities aloud.
- Each student will use the spoons to explore, solve problems with, and explain the relationship between ¼, ½, and 1 by being given instructions for varied quantities and a limited array of spoons (e.g., will have to determine how to get 1 ½ if only ¼ and ½ spoons are available).

☐ Sense of efficacy
☐ Work habits
☐ Study skills
☐ Creativity
☐ Other

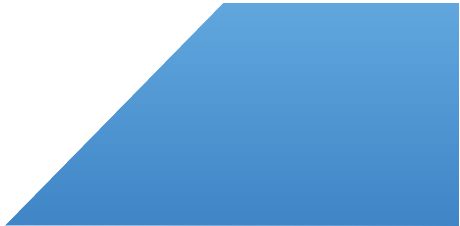Tools/Aligning with the School Day

Your Links

Think about an activity your students did recently in your program or one that is coming up.

What academic content and/or skills could it be linked to?

Responding to Student Needs and Interests

1) Survey of Teacher Programming Needs

2) Student Grouping Cards

3) STEM Everywhere Activities

Survey of Teacher Programming Needs

Survey of Teacher Programming Needs

Directions: Use the following survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills in which students need assistance. Then

Subject/Topic Area	Specific Skills	Priority Level
		___High ___Medium ___Low
		___Low
		___High ___Medium ___Low
		___High ___Medium ___Low
		___High ___Medium ___Low
		___High ___Medium ___Low
		___High ___Medium ___Low

Tools/Aligning with the School Day

Student Grouping Cards

Student Grouping Cards

Warren Johnson
- 5th grade
- Excellent reader and writer; good student
- Competitive; able to set and achieve goals; impatient

Homework: Pick a state for your "state project" and write a proposal on why you should be able to do a report on that state.

Sheila Rodriguez
- 5th grade
- Very good in math; has trouble completing homework
- Very patient; likes number and logic games

Homework: Develop questions for your interview with an older person. Ask about his/her life and community when he/she was your age.

Homework: Turn in corrections on the "Matter" test.

...about of one of Charlotte's baby spiders at the end of *Charlotte's Web*.

Boomer Okara
- 4th grade
- Excellent student; math and science are his favorite subjects
- Friendly; outgoing nature; relatively patient; needs his alone time
- Has a younger sister, Teresa in the program

Homework: Complete problems #1, 2, 6. 19, 20, and 26 in the math workbook.

Matthew O'Neil
- 3rd grade
- Average student; has trouble completing homework.
- Competitive, outgoing. Likes games with physical activity.
- Has a younger sister, Sarah, in the program

Homework: Spelling test tomorrow.

Teach/Aligning with the School Day/Trainings To Go/
Effective Homework Time

STEM Everywhere Activities

STEM Everywhere

	Snack	Homework Time (for youth who finish early)	Enrichment 1 – 2 times per week	3
Cooking/Food	Activity: Survey and report on taste tests and preferences Skill: Make, read, and use graphs, charts, and diagrams	Activity: Snack committee meeting to develop surveys, budget, and create snack menus Skill: Listen and collaborate respectfully and effectively	Activity: Map local food establishments with student reviews and nutritional information Skill: Use coordinates to show locations on a map or graph	Act... sch... Wo... gar... sna... Ski... cyc...
Building / Engine...	from A to B? How many M&M's in the bag? What proportion of blues?) Skill: Figure out problems mentally, using paper and pencil, and with calculators	materials (sticks, paper, cardboard, glue, scissors, twine) Skill: Use the process of experimentation to solve problems	Other design-build challenges, e.g.: tallest tower, strongest bridge, best parachute, furthest-flying paper airplane Skill: Apply innovation to modify an existing product or structure	competitions Skill: Solving complex problems in teams

competitions

Skill: Design, test, and build a system or process to meet desired needs within realistic constraints

Tools/STEM

Driving Question

How can I make sure that my program's activities run smoothly, engage students, and develop students' skills and knowledge?

- Preparing Well with Planning Documents
- Using Effective Instructional Strategies
- Responding to Student Needs and Interests

Q & A

- Strategies for planning for quality activities

- Y4Y resources
  - Tools
  - Pages on the portal

- Y4Y Network

Next Steps

1) Visit the Y4Y portal (**www.y4y.ed.gov**) to:

   - Register

   - Post your own tools to the Discussion Boards

   - Follow up on today's discussion

   - Find more resources on Y4Y

2) Tell your colleagues about Y4Y

3) Join us for our December webinar

Thank You!

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